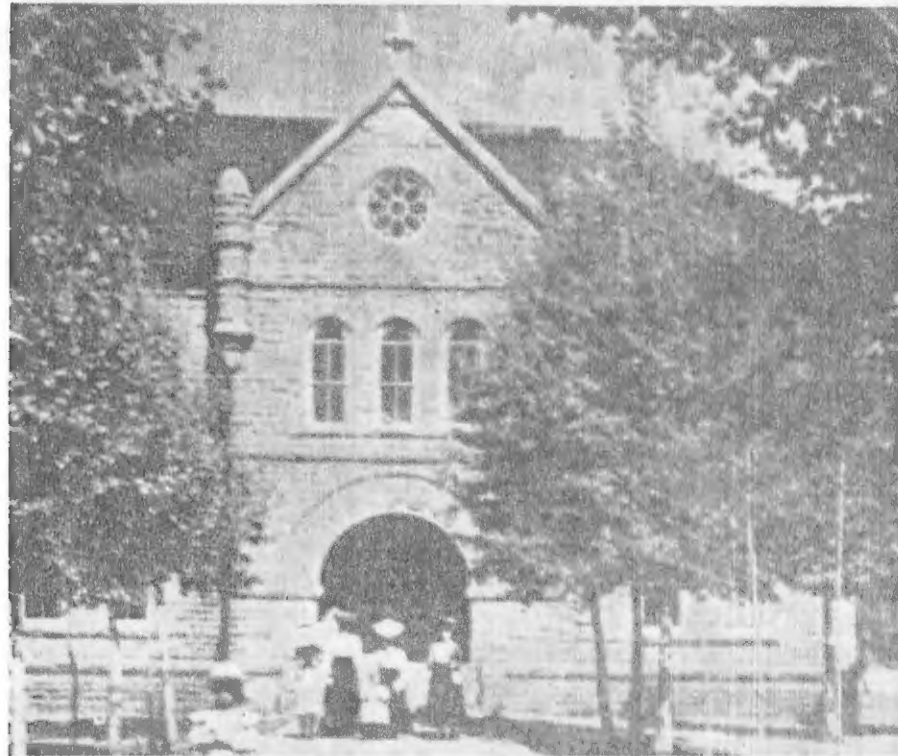


the influences of Mr. Aird and William Buys, an early teacher and the founder, owner and editor of the Wasatch Wave newspaper. Mr. Aird had taught in the one-room East Ward School, and then attended the University of Utah, completing a normal course.

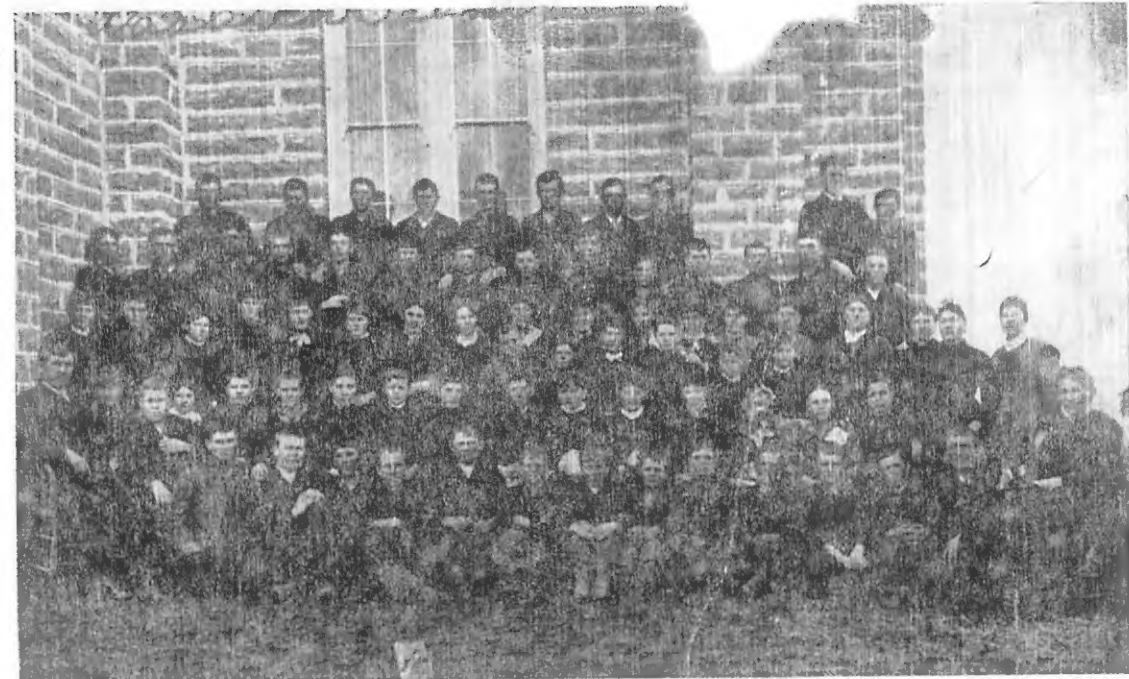
When he returned to Wasatch County he felt that the time was ripe to do away with one-room schools, and through his influence the graded school movement began in Wasatch County in a rock structure with eight classrooms in two stories.



The old building of the Heber Central School where Henry Aird developed the graded school system in Wasatch County during the 1890's.

Just prior to this forward-moving step in education, however, another development had occurred in the schools of the valley. This was the period of Church schools.

As early as 1860 there were Protestant groups that established schools in "Mormon Utah." Some were designed to "convert" the Mormons away from their faith, while others were established for non-members of the Church who had settled in the area and who did not like their children to attend schools that were largely conducted in Mormon church buildings.



A class at the Wasatch Stake Academy before the turn of the Century.
(see opposite page for identification of persons)

Persons on the Wasatch Stake Academy picture—opposite page—Back row, left to right, William Baird, Charles Ohlweiler, John Fortie, Robert Lindsay, William Coleman, Hugh C. Coleman, George Wootton, Alma Van Wagonen, William Cummings and Tate.

Second Row: Charles Cluff, Joseph A. Murdock, Frank Murdock, John Bond, David McDonald, Edwin Martin, Charles Rhodes, William T. Wootton, Frederick Hicken, Joseph Lindsay, Frederick Crook, Brigham Murdock, John Wootton and William H. Lindsay.

Third Row: Eva Cluff, Lodema Robertson, Sarah Wing, Mary Baum, Clary Murdock, Lucy Bagley, Orpha Alexander, Violet Ryan, Susie Ryan, Bertha Jorgenson, Matilda Smith, Agnes Turner, Mary Jeffs, Emma Lind, Rachel Emma Hicken, Sarah Giles, Sarah Gilner and Maria Christensen.

Small group between the Third and Fourth Rows: Annie Anderson, Lizzie Moulton, Matilda Allison, Minnie Cummings, Elizabeth Moulton and Nellie Moulton.

Fourth Row: Lanie Anderson, Emma Jeffs, Sarah Giles, Jean McMillan, Rhoda Hicken, May Duke, Esther Carroll, Elfreda Jaspersen, Euphenia Duke, Minnie Lindsay, Florinda Cummings, Lucretia Moulton, Margie Moulton and Jane Wing.

Front Row: Enoch Jorgensen, teacher; Roy Murdock, Hyrum Nicol, William C. Lindsay, James L. Lindsay, Joseph Peterson, George Alexander, Orson Moulton, Moroni Moulton, Brigham Young, Henry Moulton, William Moulton, Taylor Goodwin, Charles Hicken, John Nelson and Miss Nelson, assistant teacher.

Protestant schools came to Wasatch County about 1883, and were welcomed because of the shortage of teachers in the valley. In fact, Latter-day Saint officials even helped the teachers become situated in the valley, realizing the cultural influence many of them would exert in the area.

The Congregationalists and Methodists were most influential in the Wasatch area. The first school was established by the New West Educational Commission, one of the societies of the Congregational Church. Known as the New West School, it was located on the corner of 1st North and 2nd East. Miss Angie L. Steele was the first teacher and she soon had more than 40 pupils. Some of the teachers, Miss Steele, Jennie Clafin, a Miss Shepherd, a Mrs. Rand, Miss Shute, Miss Crosbie, Miss Lester and Miss Stoner, to mention only a few, are still remembered affectionately and favorably by some of the older valley residents. When Miss Shute died she willed a considerable sum of money to the Wasatch County Library.

The Methodists opened a church and a school on the corner of Center Street and 1st West, a site which is now occupied by the Second-Fifth Ward Chapel of the LDS Church. Miss Ella Young was an early teacher in this Methodist School. The big issue of the day then was prohibition, and she took every opportunity to promote it.

Most of the teachers were single women from the East and were very well educated. They brought a cultural and intellectual influence into the frontier country that contributed greatly in refining the communities in which they lived.

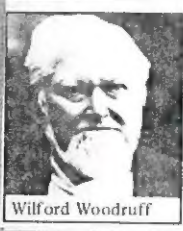
Early educational efforts by the LDS Church were centered largely in the Wasatch Stake Academy which was established in Heber City.

In July, 1888, Wilford Woodruff, President of the Church, wrote a letter of instructions to President Abram Hatch of Wasatch Stake concerning the establishment of a stake board of education and the beginning of a stake academy.

With his counselors, President Hatch chose eight men, one from each of the wards of the stake, to serve on the board of education. They immediately formulated plans for the construction of a school building.

However, school work began before the building was completed. At a meeting of the board on August 2, 1889, Enoch Jorgensen was appointed principal of the Academy. He held his first classes in the back room of the Stake Tabernacle. Other Academy locations included the upper story of the Courthouse, the old Relief Society building on the northeast corner of the Tithing Office Block, the old "Social Hall," and upstairs in the rock building housing Carter's Store. The Carter's Store had also housed the Congregational School for a period.

When Mr. Jorgensen was appointed principal the board determined that the academic year would be divided into four terms beginning September 9, 1889. The terms would continue through June 27. Tuition was set at \$4 a term, paid in advance. Those who came from commu-



Wilford Woodruff

History of Wasatch Stake Academy

... AND THEY GREW IN WISDOM

nities outside Heber were offered good board and lodging with private families for \$2.50 to \$3.00 per week.

Mr. Jorgensen taught the intermediate subjects, while a Miss Nelson was appointed instructor of the preparatory grade. This preparatory work did not begin until the second term.

Those enrolled in the intermediate grade had a wide selection of subjects from which to choose. Basic instruction, of course, was in the principles of the Gospel. Also offered were reading, grammar, composition, arithmetic, geography, penmanship, orthography or spelling, analytical and perspective drawing, bookkeeping, vocal music, United States history, algebra, physiology, and ladies' work, presumed to be homemaking courses.

The versatility of Mr. Jorgensen can be surmised from the class schedules, since he taught all the classes as well as being principal. Students however, were limited to a total of eight subjects, lest they should overwork, as undoubtedly their principal did.

The religious instruction was considered a most important part of the training. In his letter to President Hatch President Woodruff had indicated that "religious training is almost excluded from the district schools. The study of books that we value as Divine is forbidden."

Having been taught that the glory of God is intelligence, and that men cannot be saved "in ignorance," the Church leaders realized the importance of providing instruction in all areas of knowledge.

Thus in the Wasatch Academy, heavy emphasis was placed on theological subjects. Students were graded according to age, the Priesthood they held and previous training in religious subjects. School days were opened and closed with singing and prayer. There were daily recitations of scripture or other religious thoughts, and special Church services held each Wednesday. On Monday evenings after school, Mr. Jorgensen held a general review of the previous week's theology lessons. Also, once a week a Priesthood meeting was held to acquaint those who held the Priesthood with its organization and duties.

In addition, the strict moral standards of the Church were required of those attending. There was to be no profanity or obscenity, tobacco or strong drink, no visiting of taverns or games of chance.

By the end of the first term Mr. Jorgensen had enrolled 36 students and this number grew to 126 by February 18, 1890.

School work at the Academy continued successfully enough that the district schools provided elementary education only and left the secondary education to the Academy.

One of the first steps toward a public high school began in the school year of 1898-99 when J. Reuben Clark, Jr., of Grantsville, Tooele County, came to Wasatch County to teach high school subjects. The young teacher, who later became a high government official, ambassador to Mexico and then a member of the First Presidency of the LDS Church,

over

Other community residents furthered their education by attending evening lectures given by prominent individuals. One such lecturer was a Professor Clegg, an English phrenologist who settled in Heber.

Many of the talented young people in Midway took advantage of state colleges or Church schools in other areas to further their training. Some of the first to leave home to attend college were John, Mary and Emma Huber, the eldest children of John Huber, who was secretary of the school board. They went to Provo where they attended the Brigham Young Academy. Jacob Probst also attended there. Jerry Springer, Reese Clayburn and Nymphus Watkins were some of the first to attend school at the Utah Agricultural College in Logan, where they were naval cadets.

By 1889 the Wasatch Stake Academy had been established by the Church in the new Stake House in Heber, and many Midway students attended the academy for secondary and religious education.

In 1890, the superintendent of schools issued a report on territorial and local school taxes, which showed that Midway was assessed territorial taxes of \$1,116.36, county taxes of \$352.80 and local taxes of \$708.56, or a total of \$2,177.72 in taxes. This tax was based on \$4.43 territorial taxes per pupil and \$1.40 county tax for each pupil. This would indicate that there were 252 pupils attending the Midway schools in 1890.

This large enrollment at the school made the school building very inadequate, and so it was decided that enlargement was necessary. The remodeling included addition of a second story to the school and a large room for higher departments. This made three rooms available in the school, which by now had three teachers. Attewall Wootton, Sr., continued as principal, even though he was also superintendent of schools. With the remodeling came also new school equipment, including the latest models of globes, microscopes, physiological charts, geometric forms,



One of the first steps toward a county high school came when J. Reuben Clark, Jr., of Grantsville, came to Wasatch County to teach high school subjects. Members of his class, pictured here, are, back row, left to right, Frank Conrad, Jay R. Smith, Anna Hatch, J. Reuben Clark, Jr., Lottie Moulton, David Baird, Center Row, Zina Bond, Isabelle Baum, John McDonald and John Neil, Front Row, T. Henry Moulton, Phoebe Bonner, Annie Murdock and Elizabeth Lindsay.

met with a small group of students in the northwest room of the second floor of the Central School.

About this same time, or shortly afterward, Alfred J. Bond taught a group of students in high school work in the upper story of a building occupied by John Winterrose, undertaker. Following Mr. Clark and Mr. Bond were Alfred J. Ridges and O. J. Call who taught high school subjects in the old "Sleepy Hollow" school in the years 1906 and 1907. About 20 students attended their courses.

The present Wasatch High School had its beginnings in 1908 when classwork was started in rooms of the North School with a faculty of three teachers—James Johnson, J. W. Robinson and O. A. Whitaker. Rooms were also rented over the old Heber Mercantile on the corner of Main Street between Center and First South. Some classes were also held in rooms adjoining the old bank just west of the Mercantile.

By 1912 the present pot rock portion of the high school was erected and classwork was conducted on a regular basis. An addition of classrooms and other facilities comprising the right-wing or red brick portion



The first band and orchestra of Wasatch High School in 1908-1909, under the direction of O. A. Whitaker. Pictured are, front row, left to right, Seymour Duke, Minnie Duke and Mazie Campbell; second row, Douglas Murdock, Rolland Wootton, Ben Roberts, Stuart Fortie, Elijah Hicken, Leland Wootton and Walter Burgener. Back row, Sylvan Rashband, Robert McKnight, Adolph Hansen, Abe Turner, Claud Willis, Prof. O. A. Whitaker, William Bond, Guy Duke, Clayton Montgomery, Florence Fisher, Lacia Murdock, Ione Davis and Pearl Buys.

of the school was made in 1927 and provided a permanent home for the high school.

The educational progress of Wasatch High School has been guided during the years by devoted principals. These have included J. W. Robinson, Andrew L. Neff, Owen F. Beal, James Johnson, Fayette Stephens, Wm. J. Bond, Oswald L. Pearson, Lamond F. Hutchings, Edson Packer and Marion Tree.

The early high school curriculum consisted of a few academic subjects taught by the principal and one or two teachers. However, the present program has broadened to include many subjects with as many specialists to do the instruction. In addition there are numerous social, vocational and cultural subjects and extra-curricular opportunities available to the students.

During the years Wasatch High has won success in many school endeavors. Clark J. Crook and Douglas Edwards, a poultry judging team coached by Farrell Olson, represented all of Utah at a National Poultry Congress in Cincinnati, Ohio.

In 1931 the school band, directed by Delmar Dickson, participated

hauling rock or coal, working with a team, assisting the mason or by paying a few dollars toward the teacher's salary.

Even though taxes were to pay the costs of the school, many found difficulty in paying them in cash. So more often than not, the pupils attended by paying tuition. The teachers received their salaries by living with families of the students and by accepting produce, potatoes, wheat, flour, or most any other product that they could use.

The new school was completed in time for the 1868-69 school term, and Attewall Wootton, Sr. was hired as the new principal. He was a well-trained educator, and possessed a keen mind. At the age of six he had read "The Book of Mormon." Because of his aptitude, he was given every opportunity for learning that pioneer life could afford. He quickly mastered all that his teachers knew, and soon became a teacher himself. His first assignment was in the schools of American Fork.

After his marriage to Cynthia J. Jewett, one of his classmates, Mr. Wootton drove a herd of cattle into Wasatch County for his stepfather, and decided to settle in Midway. He became principal of the new school and served until 1887 when he became Superintendent of Schools in Wasatch County, a position which he held for many years. Three generations of Wasatch County residents were trained under his direction.

As was the case in all pioneer communities, the Church and the school shared the same facilities. While this was the most practical use of the building in Midway, it was the source of considerable trouble beginning about 1869.

This was the year that the transcontinental railroad was completed through Utah, and with the new "iron horses" came many non-members of the Church. A great number of these people of other religious beliefs settled in or near Midway because of the mining boom that resulted in Park City and other places in Wasatch County.

Serious difficulties arose when many non-members of the Church refused to have their children attend schools in buildings that were used by the Mormons for their religious worship. As a result, many denominational schools were established. These church schools were also a subtle missionary effort on the part of the various religious groups, since they boasted free tuition, something the poor Mormon pioneers found hard to compete with.

In 1885, the New West Education Commission, a society of the Congregational Church, opened a school in Midway. Many pupils attended because there was no tuition charge. The teachers were well trained, with most of them coming from the east. Some of the first teachers at the New West school were Anna Viola La Rose from Illinois, Elizabeth Jones from Wesleyan College of Massachusetts and Etta Hunt. Other teachers through the years included Miss Anna Slosson, Mrs. J. C. Caldwell, Rena Clark, Frances Buck, Geneva Green, Lizzie Abbott Bond,

Jessie Hunt, Emma Abbott and Sarah E. Jones. These teachers usually boarded with Midway residents.

The New West school was first held in the Van Wagoner Amusement Hall, a large frame building just south of the John Van Wagoner, Sr.'s home. It had been built by David Van Wagoner as a recreation hall.

In spite of its free tuition, the New West School began to drop in attendance after a few years, and by 1889 it was closed down.



Midway's New West School conducted in Van Wagoner Hall in 1886

A few private schools also existed in Midway during the 1880's. Mrs. Elizabeth Alexander conducted a summer school for about eight or ten pupils who were too young to work on the farms. Mrs. Mary Bronson also had a school in her home. Another private tutor was Sarah Woods, a sister of Mrs. Bronson.

Other private schools were organized to teach specific subjects, and generally were open to anyone interested. Leo Haefeli conducted a writing school in the old German Hall, a building just north of the public square. This was conducted in the evening, and pupils brought their own writing materials and copy books. John Huber taught a music singing class and writing also in the evening.

Attewall Wootton, in addition to his day-school activities, also organized a night school for young married people and other adults to study civics, debating, music, dramatics and to engage in wholesome recreation and open forums.

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Jerry Springer, Naval cadet at Utah Agricultural College in Logan about 1900.

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Students of the Midway School in the early 1880's are photographed outside their school building. Teachers at the time were Attewall Wootton Sr. and Attewall Wootton Jr.

geography charts and maps. "Commodious and neat" desks were also furnished.

Leo Haefeli, a former teacher, and newspaper correspondent, wrote at the time. "I defy any school district of the same size or even a good many considerably larger to show better educational facilities than are at present furnished to the people of this ward. That these facilities, gratuitous tuition, and sufficient teachers, staff-graded classes, excellent apparatus, convenient rooms have been appreciated by the people of Midway is evident by the fact that out of a legal population of about 270, the opening days of the mid-winter term found an enrollment of about 240, despite the inclement weather. True at the time of the high water tide in the spell of epidemic, the attendance fell off considerably, temporarily more than 60 per cent in the primary department, but the worst is over and the school grounds are reassuming their wanted air of vivacity about the hour when the bell's brazen tongue summons the little and big scholars to their desks and tasks."

In another newspaper column, Mr. Haefeli indicates that school children are perhaps the same from generation to generation. He wrote: "The other day one boy hurt another quite seriously by holding a freshly sharpened lead pencil under him, just as the school mate was about to resume his seat at the desk. Such tomfoolery cannot be reprimanded too severely nor suppressed too promptly."

School teachers of the 1890's were expected to improve themselves